

TO: All Members in District 1
FROM: Alan Lesley, General Manager
SUBJECT: Nomination of Directors



The CECA Board of Directors and I would like to personally invite you to attend your District 1 meeting. The purpose of this meeting is to nominate candidates for director who will be placed on the ballot for the annual meeting of the membership in October and be elected at large.

Additionally, we will review a variety of issues in the electric industry that most affect our members.

The meeting will be open for discussion of any question or suggestion you have concerning your cooperative.

Who are our owners? Our members. That means you, as members, have a voice in your cooperative. This meeting is a demonstration of the openness and transparency of your cooperative, and we hope you will take the time to attend.

One of the most important advantages cooperative members have is being able to participate in the nomination and selection of directors of their cooperative. Other utilities' boards of directors are selected by the voting of the numbers of shares owned by the shareholders, who are mainly interested in the rate of return on investment. Your cooperative is nonprofit. Because your directors are members themselves, their goal is quality service at a reasonable price.

PLEASE COMPLETE THE REGISTRATION CARD BELOW AND BRING IT TO THE DISTRICT MEETING. THIS CARD IS YOUR ENTRY FOR THE PRIZE DRAWINGS.



REGISTRATION CARD FOR DISTRICT 1 MEETING

Tuesday, August 11, 2015 • 7 p.m.

NAME

ADDRESS

TELEPHONE NUMBER ()

ACCOUNT NUMBER

Following is an excerpt from the bylaws of CECA detailing important information about director nominations.

ARTICLE III • DIRECTORS

SECTION 3.2. QUALIFICATIONS AND TENURE

A. No Member shall be eligible to become or remain as Director or to hold any position of trust in the Cooperative who is 1) not a bona-fide resident in the area served by the Cooperative; 2) not receiving electric service from the cooperative at their primary residence; or 3) who is in any way employed by or financially interested in a competing enterprise or a business selling electric energy or supplies to the Cooperative or a business primarily engaged in selling electrical or plumbing appliances, fixtures or supplies to the Members of the Cooperative; and 4) no person shall take or hold office as a Director who is the incumbent or elected to public office in connection with which a salary is paid.

B. When a membership is held jointly by a husband and wife, either one, but not both, may be elected a Director; provided, however, that neither one shall be eligible to become or remain a Director or to hold a position of trust in the Cooperative unless both shall meet the qualifications hereinabove set forth except that the spouse is not required to be a resident of the area served by the Cooperative. Nothing contained in this section shall be construed to affect in any manner whatsoever the validity of any action taken at any meeting of the Board of Directors.

C. No employee or former employee shall be eligible to serve as Director until fifteen (15) years have elapsed from date of termination or retirement of employment.

SECTION 3.3. DISTRICTS PLAN

DISTRICTS DESCRIBED. The territory served or to be served by the Cooperative shall be divided into seven (7) Districts, and each district shall be represented by one director. Said seven (7) Districts shall be as follows:

District 1—Comanche County (Highway 16 north of Comanche, thence east to Highway 36)

District 2—Comanche County (Highway 36 east from Comanche, thence south and west to Highway 36)

District 3—Comanche County (Highway 36 northwest from Comanche, thence east to Highway 16)

District 4—Mills County, plus that portion of Brown County south of Highway 67 and including that portion of Brown County west or south of Pecan Bayou

District 5—Brown County north of Highway 67 and east or north of Pecan Bayou

District 6—Eastland and Callahan counties, less that portion of Eastland County east or north of Highway 6

District 7—Stephens and Shackelford counties, plus that portion of Eastland County east or north of Highway 6

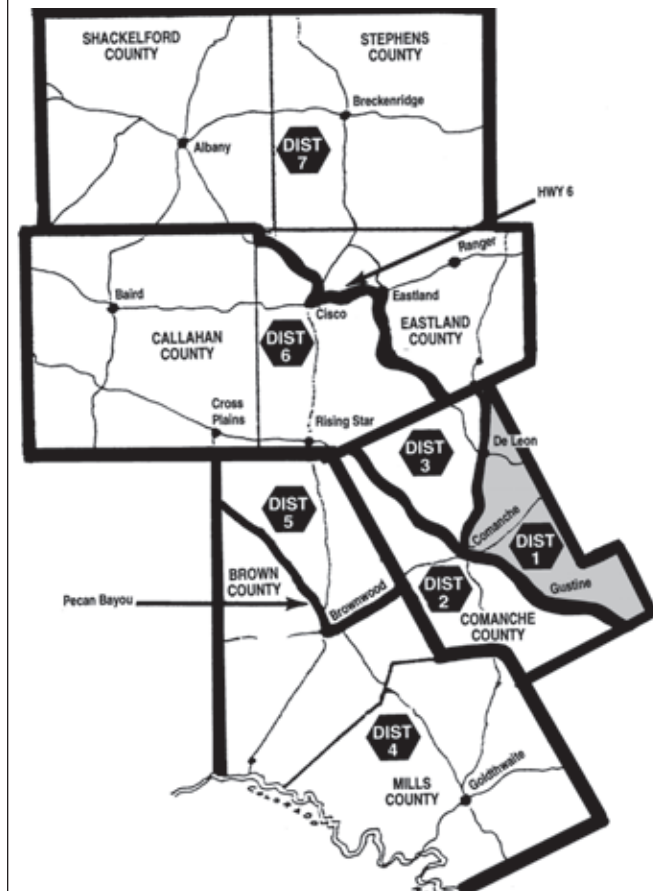
Not less than seventy (70) nor more than ninety (90) days before the annual meeting of the Members in each year for the election of Directors, the board of Directors shall review the composition of the several Districts and if it should be found that inequalities in representation have developed which can be corrected by a re-delineation of Districts or by the addition of Districts, the board of Directors shall reconstitute the Districts.

DIRECTOR TERMS. A Director's term begins: 1) after the individual consents to being elected or appointed as a Director; and 2) at the beginning of the first Board Meeting held after the Director is elected or appointed. A Director's term ends after: 1) a successor Director consents to being elected or appointed as a Director; and 2) at the beginning of the first Board Meeting held after a successor Director is elected or appointed. Directors' terms shall be three (3) years. Directors shall be elected on a staggered-term basis.

NOMINATION OF DIRECTORS. Not less than thirty (30) nor more than ninety (90) days before the annual meeting of Members for the election of Directors, the Board of Directors shall call a meeting or meetings of the Members of such Districts as are to have vacancies for Director, such meetings to be held not less than twenty (20) days prior to the annual meeting of the Members at suitable places in the Districts affected.

The purpose of the District meetings shall be to nominate, by vote of those Members present in person, no more than two candidates for each vacancy occurring on the Board of Directors. Notice of each District meeting of Members shall be given by the Secretary for such length of time and in such manner as the Board of Directors may direct provided that a written notice stating the place, day and hour and the purpose of such meeting, shall be published in a publication, not less than ten (10) days prior to such District Meeting. Such District Meetings however, shall be open for discussion of any other matters pertaining to the business of the Cooperative, regardless

CECA BOARD DISTRICT BOUNDARIES



of whether or not such matters were listed in the notice of the meeting, and recommendations with respect thereto may be submitted to the Board of Directors.

The first order of business at each District Meeting shall be the selection of a Chairman, who shall appoint a Secretary to act for the duration of the meeting. Fifteen (15) of the Members residing in the District present at such duly called District Meeting shall constitute a quorum, but in the event a quorum is not present at such meeting, the Director then serving such District shall be the official nominee for such District. Nominations for Director may be made from the floor at the annual meeting and any Member residing in the District shall have the right to nominate one candidate, which must be seconded by a Member from that District. The meeting shall remain open for nominations until no further nominations are forthcoming, but in no case more than five minutes. Candidates must be Members residing in the District and must possess the qualifications for Director specified in Section 3.2 of the Cooperative's Bylaws.

Voting shall be in person only. Mail-in ballot and proxy voting shall not be permitted at any District Meeting. Each Member present may vote for one nominee as above provided for such District. The two candidates for each place on the Board of Directors receiving the highest number of votes shall be the official nominees of the District. The minutes of such District meeting shall set forth, among other matters the name of each person nominated at the meeting and the number of votes received by each, and shall certify the two nominees receiving the highest number of votes as the official nominees of the District for Director. A certified copy of the minutes, signed by the Secretary and the Chairman of the District Meeting, shall be delivered to the Secretary of the Cooperative within five (5) days after such District Meeting.

The Secretary of the Cooperative shall prepare and post at the principal office of the Cooperative at least fifteen (15) days before the meeting of Members for the election of Directors, a list of nominations for Directors as shown by said certified copies of minutes of said District Meetings. The Secretary shall mail with the notice of the meeting of the Members for election of Directors, or separately, but at least ten (10) days prior to the meeting, a statement of the number of Directors to be elected and showing separately the nominations made by the respective Districts.

MEETING FOR MEMBERS IN DISTRICT 1

H.R. Jefferies Junior High Cafeteria

1 Valley Forge Drive, Comanche

Tuesday, August 11, 2015 • 7 p.m.



The Power of Giving Back

As a member-owner of an electric co-op, you have a lot of power. You can vote for your board of directors. You can make your opinions heard at member meetings because you are the owner. That's a huge advantage over the big, corporate power companies. Their customers have no say in the management of the company, no vote for the board of directors and no stake in the power company's future. That's why co-ops work so well throughout America. Because when people want power, we deliver.



Your Touchstone Energy® Cooperative 

*We Get Our Power From You—
Our Member-Owners.*

TO: All Members in District 7
FROM: Alan Lesley, General Manager
SUBJECT: Nomination of Directors



The CECA Board of Directors and I would like to personally invite you to attend your District 7 meeting. The purpose of this meeting is to nominate candidates for director who will be placed on the ballot for the annual meeting of the membership in October and be elected at large.

Additionally, we will review a variety of issues in the electric industry that most affect our members.

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PLEASE COMPLETE THE REGISTRATION CARD BELOW AND BRING IT TO THE DISTRICT MEETING. THIS CARD IS YOUR ENTRY FOR THE PRIZE DRAWINGS.



REGISTRATION CARD FOR DISTRICT 7 MEETING

Monday, August 10, 2015 • 7 p.m.

NAME

ADDRESS

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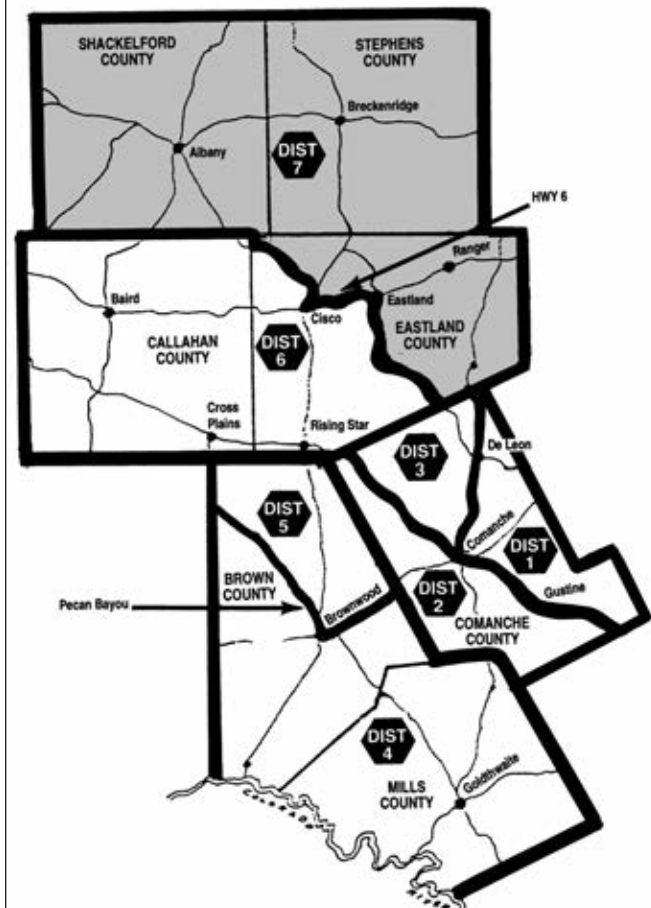
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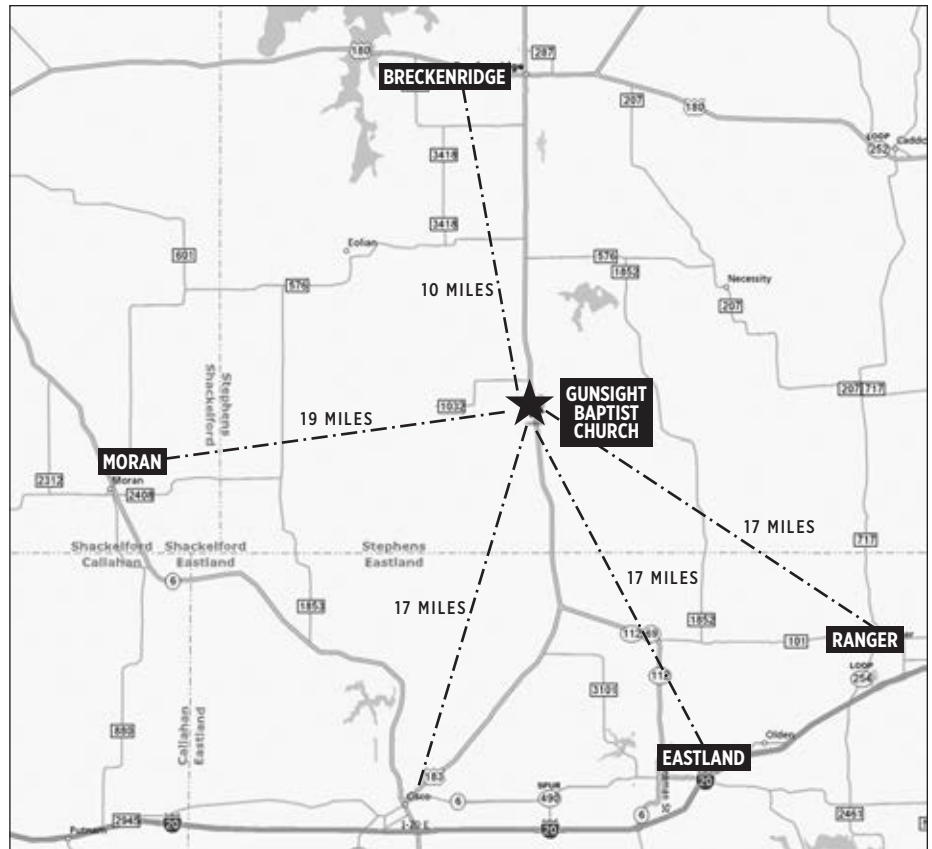
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MEETING FOR MEMBERS IN DISTRICT 7

Gunsight Baptist Church

10674 U.S. Hwy. 183, Breckenridge
Monday, August 10, 2015 • 7 p.m.



The Power of Giving Back

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Your Touchstone Energy Cooperative 

*We Get Our Power From You—
Our Member-Owners.*

Principles + Values = Cooperatives



MESSAGE FROM GENERAL MANAGER ALAN LESLEY

ALL COOPERATIVE BUSINESSES around the world operate in accordance with the Seven

Cooperative Principles:

1. Voluntary and Open Membership
2. Democratic Member Control
3. Members' Economic Participation
4. Autonomy and Independence
5. Education, Training and Information
6. Cooperation Among Cooperatives
7. Concern for Community

Cooperatives have also adopted a set of values that helps put these principles into practice.

Co-ops are based on values of self-help, self-responsibility, democracy, equality, equity and solidarity. In the tradition of their founders, co-op leaders believe in the ethical values of honesty, openness, social responsibility and caring for others.

All across the country and right here at home, electric cooperatives work hard every day to improve the quality of life of their members.



SALLYDIXTER | DOLLAR PHOTO CLUB

Let's take a closer look at these values and the effects they have on us at Comanche Electric Cooperative.

The co-op's founders created it to serve the members who use the electricity, and we continue to do that today. This embodies the values of self-help: recognizing a need, taking action and doing what needs to be done for the betterment of our own service, our members' lives and our community. We also know we must embrace the value of self-responsibility, holding ourselves accountable to you, the cooperative's members, for the benefits we offer and the impact we make.

In cooperative business proceedings, each member gets one vote, no matter how much electricity you use. This ensures that democracy is practiced the way it is intended—with equality for all members. This is a key difference between co-ops and investor-owned companies, where the number of votes you have depends on the number of shares you own.

For co-op members, equity has two meanings. On one hand, it means that we strive to treat all of our members fairly. On the other hand, equity also means that, as a member, you have an ownership stake in the co-op.

Although each co-op is autonomous, we do act in solidarity with other co-ops and our community. We know that we can do more for you by partnering with other co-ops and like-minded organizations, and we gladly join with other groups during fundraisers, emergencies, disasters and more—anytime help is needed.

As a co-op owner, you have the right to expect us to act with openness and in a transparent manner. We welcome your active participation in our co-op.

Cooperatives have been long and correctly identified as the original socially responsible business model, meaning that we care about the impact we have on the community while ensuring that we are economically viable.

We try to demonstrate our concern for the community by caring for others every single day, via our participation in Operation Round-Up; sponsoring Youth Tour, community events and scholarships; and our employees' involvement in a number of community programs and committees.

By using these values in support of cooperative principles since our founding, we have been able to serve you faithfully for the past 77 years and will do so long into the future.

“A people that values its privileges above its principles soon loses both.” —Dwight D. Eisenhower

SAVE THE DATE!



Please plan to join us for the

CECA ANNUAL MEETING

Saturday, October 10, 2015

CECA

P.O. Box 729
Comanche, TX 76442

*Operating in Brown, Callahan, Comanche,
Eastland, Mills, Shackelford and Stephens
counties*

HEADQUARTERS

201 W. Wrights Ave.
Comanche, TX 76442

EARLY OFFICE

1801 CR 338
Early, TX 76801

EASTLAND OFFICE

1311 W. Main St.
Eastland, TX 76448

OFFICE HOURS

Comanche Office: Monday through
Friday 7:30 a.m. to 4:30 p.m.

Early Office: Monday, Wednesday and
Friday 7:30 a.m. to 4:30 p.m., closed
from 1 to 2 p.m.

Eastland Office: Tuesday and Thursday
8 a.m. to 4 p.m.

YOUR LOCAL PAGES

This section of Texas Co-op Power is produced by CECA each month to provide you with information about current events, special programs and other activities of the cooperative. If you have any comments or suggestions, please contact Shirley at the Comanche office or at sdukes@ceca.coop.

Contact Us

CALL US

(325) 356-2533 local or
1-800-915-2533 toll-free

FIND US ON THE WEB

www.ceca.coop

 facebook.com/CECA.coop



Sierra and Cheyenne Gordon celebrate their first day of 10th and 12th grade, respectively.

The Home-Schooled Family

Balancing the rewards and challenges of education at home

BY LUCCHESI GORDON

AS A HOME-SCHOOLED GRADUATE, I get a lot of questions about my education. While some questions seem silly (“Do you have any friends?”), others are more difficult to answer (“Do you really think home schooling is the best way?”) because I know that what my family does is not an accurate portrayal of other home-schoolers, as every family schools a little differently. Recently, I talked to three local home-schooling families. Though there are many common threads, each has a slightly different view on the pros and cons of home schooling.

Joseph and Lasha Dennis, May

Most kids only hear the announcement, “We’re moving” from their parents once or twice, if at all—but for Shannon, Jessica, Caleb and Caroline Dennis, it comes approximately every two years. Joseph Dennis’ military career has sent the family all over the world. “Before [the kids] were born, we lived in Cali-

fornia, Germany, Iceland, North Dakota, Alabama ...” Lasha Dennis runs through the list in her head: “... Kansas, Greece, Saudi Arabia, Greenland ...” After the kids were born, the list gets even longer. For this family, home schooling was a natural response to a nomadic lifestyle.

They had not planned on home schooling in the beginning. In fact, Shannon and Jessica attended a private school in Colorado until they learned they would probably be moving again.

“It was halfway through the school year,” Lasha remembers, “so I was kind of concerned about taking them out of school. They were in preschool and kindergarten. Also, the place that we thought we were moving [to], people told us that the schools weren’t very good there. So we looked into home schooling.”

The more she learned about it, the more enthusiastic she became. “I had taught in public school in Europe. When I

thought about home schooling, I thought it would be like sitting down all day, making my own children do what I used to have to do in school, where they were sitting at a desk and—ugh! That’d be awful! When I found there were different styles and different curriculums, I’m like, ‘That would be awesome.’”

Joseph agrees. “I wasn’t convinced at the time home schooling was a good idea,” he says.

But he went along with the scheme, anyway, Lasha says with a laugh. “He’s like, well, it’s only kindergarten, so I couldn’t screw it up too badly. He was like, ‘She’ll try it for a couple of months, and she’ll find out it’s hard, and she’ll stop.’”

Yet here they are, nine years and four moves later, still home schooling—and loving it.

Home Schooling Daily Routine

Now that their home is a house and acreage outside of May, allowing them to raise livestock and grow their own vegetables, the Dennis’ routine is molded around that lifestyle. “Ideally, what would be happening now,” Lasha says, “is we’d be working outside until it got too hot, and then we’d be doing school in the afternoon. That’s ideally. But we got busy this summer working for a neighbor, and so we haven’t been able to do school for three weeks.”

Normally, however, the family keeps school in session throughout the summer. “We’ll have family come to visit, and we take that time off,” Lasha says. “I like being able to do that better than having a set six weeks [off].”

The Dennis family’s style of home schooling centers around reading. “The curriculum that I found is a lot of reading, a lot of literature,” Lasha says. She and the kids spend a lot of time gathered in the living room, reading aloud. Then they go to their rooms to work separately on math, science and other subjects.

“They say that the best part of teaching is getting to see that ‘Aha!’ moment, when the lightbulb goes on, and the kids get it,” she says. “And I think it’s cool that I get to have those moments with my kids, instead of other people.”

In Shannon’s eyes, the biggest benefit is the ability to advance or hold back in one area without affecting her other subjects. “I’m really high in English,” she tells me, “Except for spelling, which I’m really low in, and then math and science I’m about average. But it’s nice that you can do that, and it’s fine. You’re not going to be bumped down a grade or up a grade if you’re doing different levels.”

Jessica loves the flexible schedule because it gives her more freedom to pursue the things she likes to do than if she were in a public school. Caleb says he just appreciates not being stuck sitting still at a desk for hours at a time.

It’s obvious that, for the Dennises, home schooling is more than just a type of education; it’s a lifestyle that the whole family lives out. “I’m a lifelong learner,” Joseph says. “And [Lasha] is, too. She reads ravenously. I always like to learn new things wherever I go.” He motions to his kids. “I think these guys are the same way.”

What’s the Dennises’ advice to anyone considering home-

schooling? “Try it.”

“You don’t have to be sitting in a desk,” Lasha points out. “You don’t have to do it from 9 to 2:30 or 3, or whatever it is. Be flexible about it. Adapt school to your strengths and your kids’ strengths.”



Front row, from left, are: Lasha, Caleb and Jessica Dennis. Back row, from left, are: Caroline and Shannon Dennis.

Wesley and Joni Hutchins, Brownwood

(Names of family members have been changed.)

According to Joni Hutchins, one of the biggest misconceptions people hold about home schooling is that she is “teaching public school at home.”

“[People think] that all my children are having a very similar experience, but isolated,” she says. “And that’s really not true. The curriculum is so fine-tuned to the child and to their abilities.”

To Wesley and Joni Hutchins, whose six boys include two biological and four adopted sons ranging in age from 5 to 13, the ability to tailor the education to each individual child is crucial. “We are such a mix!” she laughs. The type of education each child needs is affected not only by his age and level of development, but also by what kind of life and schooling he

had before he came into the Hutchins family.

Their oldest son, for example, completes a lot of his school-work independently. “I’ll assign for the semester, and he’s responsible for the semester’s work,” Joni explains. The younger boys may not be ready for that level of freedom, but James is. “He’s capable of handling that. With my next two, they need more structure and more direct instruction.”

The goals are different for every child, as well. Five-year-old Samuel is just learning to read. His brother, Michael, is 13 and



Caroline Dennis holds Rapunzel, one of the family’s laying hens.

has not been able to master that yet—and that’s OK. “Michael is basically special education, and he does a whole lot of life skills,” Joni explains. “When he came to us, he couldn’t button his own pants or take his own shower, and now he does a lot of things by himself.”

Education is only part of the picture, not just for Michael, but for all of the boys. When the Hutchins adopted Josh two years ago, they chose, under the supervision of a doctor, to take him off of the five behavior-modifying medications he had been prescribed. “He’s made lots of progress—his education is not the biggest part of that,” Joni says. “The biggest part of that is learning obedience and the clear eyes and being able to listen and follow instructions.”

Blessings and Challenges

Home schooling has been an immense blessing to the Hutchinses. “I think the most rewarding thing,” Joni says, “is seeing my kids every day, seeing them grow every day, seeing them be able to cope with difficulties and challenges that they already have, but move forward.”

Wesley and Joni Hutchins are also thankful to always know their children are safe. “Because a lot of them had unsafe childhoods [before coming to live with us], I like to know that they’re safe and that they’re getting lots of good input from their friends and experiences that are protected.”

Some parents believe that children shouldn’t be shielded from the ugly parts of life, but the Hutchins disagree. “I tend to think that little trees need to grow straight,” Joni explains, “They need a little more protection from the elements when they’re small. And as they get older, the strength when they’re young enables them to bear up underneath the pressures. My oldest is coming to the point where he’s taking on a lot more of that.”

Their oldest, James, says the best part about being home schooled is that the family can set its own schedule. “I’m just able to take off and [then] do extra days,” he tells me, “and I can go visit my grandparents or friends.” He also appreciates getting to choose his own curriculum.

Home education comes with its challenges as well. “You re-evaluate a lot,” Joni says. “A lot of things don’t work, and you back up and try again a different way. And it feels like failure, but it’s not.”

It’s important to recognize when a child needs more time before he’s ready to learn certain material. “When your child is just not ready for the information yet,” Joni says, “that’s a big challenge—to see that it’s not a failure of being able to do it, it’s a failure of timing.”

Taking the blessings and the challenges together, the Hutchinses know that home schooling is definitely the best thing for their family. And when asked if he would want to home-school his kids, James says he would. “Some things in public school I don’t completely agree with,” he tells me. “And I think that home schooling is a very good way to connect with your kids. You know them better.”

“Many people don’t do it because they look at it, and they say that it’s too hard,” Joni says. “It’s just not all that hard. Ease up on yourself and look at everything that your child gains, not just at the education—though that is excellent.”

Jerry and Kay Lynn Gordon, Zephyr

Most people’s first brush with home schooling comes when they meet a home-schooled family at a community event or when one of their friends decides to school at home. Jerry Gordon’s first real interaction with a home-schooling family was a little more unusual.

“A pastor and his family showed up at my house, asking if I could take them frog-gigging,” he remembers, “so [their son] could dissect a frog for science.” He was impressed with the family’s attitude toward education. “Not only did the family

take responsibility to teach him to dissect it, they didn't buy a lab kit. They went out and caught it. They wanted to do it all," he says.

"It stuck with me that it was about taking responsibility for your own," Jerry says. There were a lot of things about the concept of home schooling that appealed to him. "The majority of the influence on their children came from [the parents]," he points out, "not from public school, not from all the other kids in town, the bad kids and all, but [from] them."

However, he saw many bad examples of home schooling—parents taking their kids out of school because they were causing too much trouble and claiming to be home schooling, while in reality they were not instructing their children at all—and only this one good example. The idea seemed far-fetched, to say the least.

That all changed when they moved to Mason. In their new community, there were several home-schooling families who shared similar values and beliefs, so the Gordons knew they would have a support structure and a place to go with questions. Suddenly the idea seemed considerably more reasonable. More important, the move changed how their family operated on a daily basis.

The girls "would get on the bus around 6:30," Kay Lynn Gordon explains, "and not return home until after 4:30, and then they had homework to complete. Jerry's job at the time required him to work weekends and holidays, with his days off during the week." That left little time for the family to be together.

They began home schooling the next year, with the girls in fourth grade, second grade and kindergarten. At first, the three girls did their school work at the kitchen table, but their parents soon realized that this system could not last. Textbooks, workbooks, notebooks, maps, timelines and science experiments now continuously fill the living room.

"Home schooling has a way of taking over your life," says Kay Lynn. "While home schooling is a very important and large part of our life, it is not all of our life."

The Gordons prepared a separate room for school. Such a thing would never have occurred to them before they began home schooling, but it made a huge difference. "Having a separate school room allowed us the opportunity to leave school," Kay Lynn explains. "We could close the door and leave it for the day."

Home School High School

Cheyenne, the middle daughter, who is a high school senior, says, "There is no ordinary day in home schooling."

She takes classes at home, takes dual-credit classes at Howard Payne University, participates in 4-H events, and does piano lessons and other extracurriculars. Every day is a new routine, she says.

The flexibility that comes with home schooling is a great benefit, she says, but also a big responsibility. "A more flexible schedule is much easier to put off entirely," she points out. Sometimes, she says, "people volunteer us for [activities]

because they know we're home schooled and think we can skip morning school for anything."

The family has to work hard to balance the right amount of school work with extracurriculars. In fact, says Jerry, "The biggest challenge is getting it done in time." Kay Lynn agrees, explaining that because she doesn't skip lessons in the books, the school year is not finished until all the books have been completed.

Their basic routine, on the few days they are uninterrupted by events or dual-credit classes, is to begin school at 7 a.m.,

The Legality of Home Education

EACH STATE HANDLES home schooling a little differently. In Texas, home schooling is legally classified as a private school and, therefore, is not held to the educational record and attendance requirements of public schools.

The three requirements for home schools are that the parent/guardian must provide "bona fide" instruction, employ curriculum in "visual form" (i.e., books, workbooks, video instruction, etc.) and include courses in reading, spelling, grammar, mathematics and good citizenship. To graduate with a "Recommended Plan" or "Distinguished Plan" Texas high school diploma (which is required to attend a college or university), additional criteria must be met and educational records kept covering the four years of high school.

Some states require home-schooled students to take state-approved, standardized tests. Some require that parents submit a copy of their curriculum plan.

Texas, Oklahoma and Alaska are among the most lenient, while New York, Pennsylvania and Maryland have the most stringent regulations.

with 10-minute breaks between subjects. They break for lunch at noon and begin school again at 1 p.m. with the more reading-intensive subjects, such as history and literature. "The goal is to be done by 3 or 4, but usually there is still some to be done," says Kay Lynn. On days with other activities during regular school hours, their schedule has to be adjusted to compensate.

The blessings far outweigh the challenges, however. "Probably the biggest benefit," Kay Lynn says, "is the quality time we have as a family, and that [the girls] are friends with one another and enjoy doing things together."

Cheyenne agrees, saying Sierra is one of her best friends. Kay Lynn says that has a lot to do with how often they are able to be together: "We are all closer to one another than we would have been otherwise."